

Fayoum governorate Yousef El-Sadeek Directorate Qaser El-Gebali prep school



New Hello!
English preparation notebook
1st year prep- 1st Term

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Governorate
Directorate

English preparation notebook Personal information

Teachers name: Year:

Adress: classes:

School: Mobile:

Date of birth: Email:

First year prep

Day	class	1st	2nd	3rd	4th	5th	6th	7th	8th
	From	From	From	From	From	From	From	From	From
	То	То	То	То	То	То	То	То	То
Sun.	class								
Mon.	class								
Tues.	class								
Wed.	class								
Thurs.	class								

	 يع منهج اللغة الانجليزية للصف الأول الاعدادى	<u>) </u>
	 <u>First term</u>	
Months		
	Second term	
Months		

Objectives of Teaching English as a Foreign Language in the Preparatory Stage

- <u>1.a</u>: To acquire and develop the four language skills interactively.
- <u>1.b:</u> To help the students communicate in English within the limited scope of the number of hours allocated to the course.
- 1.c: Consequently, learning the first foreign language may be considered as a basis the students can build on at a later stage.

* Specific Aims:

- <u>2.a</u>: To enable the students to understand the lexical items, syntactic structures, phonological features and functional items they are exposed to within the limits of what they have acquired.
- <u>2.b</u>: To enable the students to express themselves orally in English through the use of simple expressions and sentences, taking into account the correct pronunciation.

* The Four Skills:

Teaching will aim at acquiring and developing all skills in an integrated way for most of the time.

3.a: Listening:

- Distinguishing sounds and words.
- Understanding a limited range of vocabulary items.
- Understanding simple sentences, questions, instructions and directions and responding to them.

- Understanding a wider range of vocabulary.
- Understanding different forms of questions.
- Identifying topics of situational dialogues.

3.b: Speaking:

- Producing words and sentences.
- Producing short utterances.
- Taking part in simple dialogues.
- Producing questions and answers.
- Re-telling a story.
- Making simple requests.
- Telling a story or dramatizing it as a play.

3.c: Reading:

- Identifying a range of vocabulary items.
- Responding appropriately to simple sentences and short paragraphs.
- Scanning and skimming texts for information.
- Answering questions on a text.

3.d: Writing:

- Completing and constructing simple sentences.
- Writing a letter following instructions.
- Writing a paragraph by answering questions or any other kind of guidance.

A map of learning Outcomes

1st term 2019/2020 School's name:

Engli	sh supervision	S	Stage: prep 1		
Content (unit)	Objectives	Teaching Strategies	Activities	Assessme nt	Evidence
Unit 1 My family and me	Read an interview with twins Listen to an interview with twins Talk about your family Focus on love of family	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
Unit 2 It's my favorite subject	Read descriptions of schools around the world Ask and answer about school Use adverbs of frequency and possessive's and s'	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
Unit 3 Different people	Read a description of a sports star Describe people Use have/ has got	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
Review	To review and practice the vocabulary and structures On units 1 – 3	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
Unit 4 We're using technology	Read a text message conversation Describe the technology in your classroom Be cooperative Use the present continuous	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books

Unit 5 Holidays	Read a description of a holiday Describe a place Use past simple Learn to be respectable	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Internet search Write a paragraph Read and answer Do a project Write an advertisement	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
Unit 6 Let's eat!	Read a recipe; reviews of a dish Ask and answer about food Use countable and uncountable nouns with some and any	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
Review 2	To review and practice the vocabulary and structures On units 4-6	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books

Teacher's signature

Senior teacher's signature

Headmaster's signature

Lesson (1) SB Pages (2 and 3) WB page 72

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:		aunt	-Discussion	What's your name?	Teacher's	
. Walaama Haa	-Internet	brother	-Inductive	Presentation: 1-Read and write the names of the people 1–10.	preparation book	15 m
Welcome the students to their new	-Student's book	dad		1 -Draw attention to the Objectives box on page		
class		mum	-Study circles	3, which refers to the objectives of the unit, and		
	-Workbook	grandfather	Problem solving	explain in Arabic if necessary. 2 -Now tell the students to read about the family	Students'	
 Introduce the 	-Teacher's guide	grandmother sister	-Brainstorming	members.	note	
Student's Book to the	-reactier 3 guide	son	-Co- operative	2- Reread and find: - Ask the students to complete the gaps 1n	books	
students	-Library	family		exercise 2. Help them if necessary.		
Talk about family		Structures:	-learning	3- Look at Ali's family. Circle the correct	Student's'	
members.	-Board	Pronouns	-Discovery	words Ask the students to read the questions. Tell	activity	15 m
D:	-Cassette	Possessive adjectives	-Role playing	them that the information they need is in the	books	
 Discuss some questions about 		my, your, his, her, its,	-Individual	text in exercise 2.		
family.	-Flash cards	our, their	-Peer learning	4- Work in pairs. Discuss. - Ask the students to work in pairs. They will		
,				take turns. Every student will talk about his /		
			-Work groups	her family.		
			-Team teaching	WB 1- Complete the crossword.		
			-Pair work	2- Listen and complete the text		
				3- Complete the sentences		
				Assessment:		5 m
				Oral questions: Written Exercises:		
				THE EAST CLOSE.		

Home Assignment:WB page 72

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Lesson (2) SB Pages (4 and 5) WB page 73

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	twins	-Discussion	Have you got a brother or sister? Presentation:	Teacher's preparation	5 m
 use the present 	-Student's book	chess voluntary work	-Inductive	1- Have you got a brother or sister? Have you got the same hobbies as your	book	15 m
simple • ask and answer		drums	-Study circles	brother or sister?		13111
questions about	-Workbook	band	Problem solving	-Ask the students to answer the above mentioned questions.	Students'	
family.	-Teacher's guide		-Brainstorming	2- Read the interview and answer the	note	
	-Library	Characterine	-Co- operative	question. Hazem and Hatem both love football. True or False?	books	
	·	Structures: The present simple	-learning	-Ask the students to read the interview with twins brothers Hazem and Hatem and answer	Student's'	
	-Board	I play the drums.	-Discovery	the questions in exercise 2.	activity	
	-Cassette	She plays chess. I don't play football.	-Role playing	3- Look at the photos and talk about the hobbies you like.	books	15 m
	-Flash cards	She doesn't go swimming.	-Individual	4- Read the interview again and		
	-riasii calus	J	-Peer learning	answer the questions. 5- Listen and complete the diaries.		
			-Work groups	WB		
			-Team teaching	1- Read and match the words with their meanings.		
			-Pair work	2- Complete the table. 3- Complete the sentences		
				4 -Write about your hobbies Assessment:		
				Oral questions:		5 m
				Written Exercises:		

Home Assignment:WB page 73

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Unit 1 " My family and me " Lesson (3) SB Pages (6 and 7) WB page 74

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet	hobby	-Discussion	What's your favourite hobby? Presentation:	Teacher's preparation	15m
 ask and answer 		music	-Inductive	1- Think of different hobbies. Then	book	
about hobbies	-Student's book	football	-Study circles	ask and answer.-Ask the students to answer the questions.		
• listen to a	-Workbook	swimming	Problem solving	Let everybody to talk about his / her own	Students'	
conversation between Sami and Aya.	-Teacher's guide	how long	-Brainstorming	hobbies. 2- Look at the table. Are sentences 1	note	
oum unu ri, ui	1.11		-Co- operative	and 2 true (T) or false (F)?	DOOKS	
• Learn about some	-Library	Structures:	-learning	-Ask the students to complete the table then put T or F.		15m
countries.	-Board	-I play football.	-Discovery	3- Correct the underlined words. 4- Listen to Sami and Aya. Which	Student's' activity	
ask and answer	-Cassette	-I don't play football.	-Role playing	three countries do you hear in the	books	
questions using the present simple tense.	-Flash cards	-Do you play football?	-Individual	conversations? 5- Listen again and answer the		
		-Does he play football?	-Peer learning	questions.		
		iooibaii:	-Work groups	1- Complete the text with these words.		
			-Team teaching	2- Reorder the words to make questions. 3- Match the questions in Exercise 2 to		
			-Pair work	these answers. Assessment:		
				Oral questions Written Exercises		5m

Home Assignment:WB page 74

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (4) SB Page (8) WB page 75

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	orphan	-Discussion	Do you like reading stories?	Teacher's preparation	
• read about Heidi.	-internet	attic	-Inductive	Presentation: 1- Do you know the story of Heidi? Where	book	15m
read about freidi.	-Student's book	mountain goat	-Study circles	does she live? -Ask the students to read the story of Heidi		
• ask and answer	-Workbook	birds	Problem solving	and answer the question.	_	
about yourself.		flowers	-Brainstorming	2- Read the story and put these pictures in the correct order.	Students' note	
• discuss some	-Teacher's guide	adventure	-Co- operative	-Ask the students to read the story again and	books	
questions about the	-Library		1	reorder the pictures. 3- Read the story again. Find these words		
story.	-Board	Structures:	-learning	in the text.	Student's'	
	-board	-Heidi lives with her	-Discovery	-Ask the students to reread the story and complete the sentences with the correct word	activity books	
	-Cassette	grandfather.	-Role playing	from the text.	DOOKS	15m
	-Flash cards	- Heidi lives in	-Individual	4- What do you think Heidi learns when she lives with her grandfather?		
		Switzerland.	-Peer learning	5- Add two sentences to end the story. 6- Read the sentences about Heidi.		
		- She drinks milk.	-Work groups	WB		
		- Her friend is called	-Team teaching	1- Complete the sentences. 2- Complete the table. Can you add		
		Peter.	-Pair work	any words?		
				3- Match the description to the		
				people in the story. 4- Answer the questions about Heidi.		5m
				Assessment: Oral questions		
				Written Exercises		

Home Assignment: WB Page (75)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (5) SB Page (9) WB page 76

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:		food	-Discussion	Do you remember the story of Heidi?	Teacher's	
	-Internet	cheese	-Inductive	Presentation: 1- Ask and answer the questions in pairs.	preparation book	15m
 answer some questions about the 	-Student's book	bread		-Ask the students to read the story of Heidi	2001	15111
story of Heidi from the		hobby	-Study circles	from lesson 4 and answer the question.		
last lesson.	-Workbook	Play football	Problem solving	2- Think of other words you know for food	Students'	
	*	diagram	-Brainstorming	and hobbies and write them on the diagram.	note	
• complete a diagram	-Teacher's guide			-Ask the students to group words together	books	
food and hobbies.	-Library	Structures:	-Co- operative	like in the diagram.		
write a paragraph	,	- My best friend's name	-learning	3- Think of a friend or a person in your family. Write answers to these questions.	Student's'	
about family.	-Board	is Mustafa.	-Discovery	-Ask the students to answer the questions	activity	
,	Connetto		-Role playing	about a person in their family and write a	books	
	-Cassette	- How old is he?	' ' '	paragraph. 4- Ask and answer the questions in pairs.		15m
• learn more about	-Flash cards	- Where does he live?	-Individual	WB		
family tree.		Where does no live.	-Peer learning	1- Complete the sentences.		
			-Work groups	2- Complete the table. Can you add		
			-Team teaching	any words? 3- Match the description to the		
				people in the story.		
			-Pair work	4- Answer the questions about Heidi.		
				Assessment: Oral questions		
				Written Exercises		5m

Home Assignment:. WB Page (76)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (6) SB Page (10) WB page 77

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	gymnast gymnastics	-Discussion	What do you know about gymnastics? Presentation:	Teacher's preparation	
• read a passage	_	busy	-Inductive	1- Read about Habiba Marzouk. Which	book	15m
about Habiba	-Student's book	train	-Study circles	sport makes her happy? -Ask the students to read about Habiba		
Marzouk	-Workbook	top Olympics	Problem solving	Marzouk and answer the question. 2- Read again and correct the underlined	Students'	
 write a description 	-Teacher's guide	healthy	-Brainstorming	words.	note	
about someone in the family.	-Library	strong	-Co- operative	-Ask the students to read again and correct the underlined words in Exercise 2.	books	
	,	Characteria	-learning	3- Write a description of someone in your family.	Student's'	
• learn more about	-Board	Structures: - Habiba Marzouk is a	-Discovery	-Ask the students to answer the questions	activity	
punctuation marks.	-Cassette	gymnast.	-Role playing	about a person in their family and write a paragraph.	books	15m
	-Flash cards	- She is 18 and	-Individual	WB		
	-Flasii Calus	lives in Cairo with her family.	-Peer learning	1- Read about Habiba Marzouk again and complete these sentences.		
		ranniy.	-Work groups	2- Read and punctuate. 3- Choose the correct answer.		
			-Team teaching	4- Write about your usual week.		
			-Pair work	Assessment: Oral questions		
				Written Exercises		
						5m

Home Assignment:WB page 77

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Lesson (7) SB Page (11) WB page 78

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to: review and practise	-Internet	No new	-Discussion	What do you remember about your family tree?	Teacher's preparation	
the vocabulary and		vocabulary	-Inductive	Presentation:	book	15m
structures of the unit	-Student's book	vocabolaly	-Study circles	1- Work in pairs. Look at Ali's family tree and make sentences.		
• practise using	-Workbook		Problem solving	-Ask the students to make sentences about	Ctudo nto	
capital letters	-Teacher's guide		-Brainstorming	Ali's family tree. 2- Read and complete the text.	Students' note books	
,	Library	Structures:	-Co- operative	-Ask the students to complete the text about	DOOKS	
	-Library		-learning	Lama using the correct verb 3- Write the third person form of these		
	-Board		-Discovery	verbs. Then write a sentence with <i>He</i> or <i>She</i> .	Student's' activity	45
	-Cassette -Role p	-Role playing	-Ask the students to write the third person	books	15r	
	-Flash cards	No new	-Individual	form of the verbs in exercise 3. WB		
		Structures	-Peer learning	1- Reorder the letters to make words		
		Structures	-Work groups	for people in the family. 2- Read and complete the country		
			-Team teaching	names. 3- Complete the sentences with a		
			-Pair work	possessive adjective.		
				4- Read the passage from your		
				Student's Book page 11 again. 5- Read and correct the sentences.		
				Assessment:		5n
				Oral questions		
				Written Exercises		

Home Assignment: WB Page (78)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (1) SB Pages (12 and 13) WB page 79

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:		favourite	-Discussion	What's your favourite subject?	Teacher's	
. A als the actual and a	-Internet	subject	-Inductive	Presentation: 1- Look at Amal and Injy's timetable	preparation book	15 m
Ask the students about their favourite	-Student's book	art		and answer the questions.		
subjects.		science 	-Study circles	1 -Draw attention to the Objectives box on page		
•	-Workbook	maths	Problem solving	12, which refers to the objectives of the unit, and explain in Arabic if necessary.	Students'	
• learn more about	-Teacher's guide	social studies English	-Brainstorming	2 -Now tell the students to read about school	note	
telling the time.	reaction 5 gaine	Arabic	-Co- operative	subjects. 2- Listen and complete the timetable.	books	
Talk about school	-Library	break	•	- Ask the students to listen to the text and		
timetable.	Deand	Structures:	-learning	answer the questions. 2. Help them if	Student's'	
	-Board	1- How many lessons	-Discovery	necessary. 3- Listen again and answer the	activity	15 m
	-Cassette	do they have every	-Role playing	questions.	books	
		day?	-Individual	- Ask the students to listen again and answer		
	-Flash cards	2- What subjects do	-Peer learning	the questions. 4- Say the times. Listen and check.		
		they study?		- Ask the students to work in pairs. They talk		
			-Work groups	about how tell the time correctly.		
			-Team teaching	WB		
			-Pair work	1- Write the school subjects. 2- Write the times in words.		
				3- Answer the questions.		
				Assessment: Oral questions:		5 m
				Written Exercises:		

Home Assignment:WB page 79

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



Lesson (2) SB Pages (14 and 15) WB page 80

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	typical bell	-Discussion	How often do you go to school? Presentation:	Teacher's preparation	5 m
 learn more about daily life around the 	-Student's book	hall	-Inductive	1- Look quickly at the text. When does school finish?	book	15 m
world.	-Workbook	library playground	-Study circlesProblem solving	-Ask the students to the text and answer the questions in Ex 2 and 3.		
 use the present simple. 	-Teacher's guide		-Brainstorming	2- Look at the words in bold in the text. Match the words and the definitions.	Students' note	
 use the adverbs of frequency correctly. 	-Library		-Co- operative	3- Read the text again and answer the questions.	books	
, ,	-Board	Structures:	-learning -Discovery	4- Look at the adverbs of frequency. How often 5- Complete the sentences about Akeyo	Student's'	
	-Cassette	The present simple 1- How does Akeyo get to school?	-Role playing	and her brother, Yaro. 6- Complete the table for you.	activity books	15 m
	-Flash cards	2- Why does it take a long time?	-Individual	7- Ask and answer the questions in pairs. WB		
		3- What time does school start?	-Peer learning	1- Complete the sentences with these words.		
		4- What do Akeyo and her friends do at	-Work groups -Team teaching	2- Complete the table with these words.		
		break?	-Pair work	3- Now rewrite these sentences with an adverb of frequency.		
		5- When does Akeyo go to bed?.		4- Write about your day and your friend's.		
				Assessment: Oral questions: Written Exercises:		5 m

Home Assignment:WB page 73

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (3) SB Pages (16 and 17) WB page 81

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet	notebook	-Discussion	What's your favourite hobby? Presentation:	Teacher's preparation	15m
• learn more about		football shirts cap	-Inductive	1- Look at the table and complete	book	
possessive's.	-Student's book	T-shirt	-Study circles	the sentences with the names in		
ask and answer	-Workbook	whose	Problem solving	bracketsAsk the students look at the picture and read	Students'	
about objects.	-Teacher's guide		-Brainstorming	the names. Ask them to read the names then ask a question (Whose bag is this? It's	note books	
• find the differences		Structures:	-Co- operative	Magdy's.) then let them complete the	DOOKS	
between two pictures.	-Library	-It's the girl's notebook.	-learning	sentences blow. 2- Work in groups. Put objects on the	Student's'	15m
correct the	-Board		-Discovery	table. Ask and answer.	activity	
underlined words in the sentences.	-Cassette	-The girl's name is Lama.	-Role playing	3- Find the differences between the pictures.	books	
• learn more about	-Flash cards	-lt's Salma's book.	-Individual	WB 1- Listen and match the objects with the		
rules.		it o damia o book.	-Peer learning	people.		
		-It's the girls' picture.	-Work groups	2- Now complete the sentences. 3- Read and correct the underlined		
		-The girls' names are	-Team teaching	words. 4- Which rules do you follow at home?		
		Judy and Ola.	-Pair work	Assessment: Oral questions Written Exercises		5m

Home Assignment:WB page 81

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (4) SB Page (18) WB page 82

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:		journey	-Discussion	How do you go to school?	Teacher's	
	-Internet	canoe	-Inductive	Presentation:	preparation book	15m
• learn about some	-Student's book	bike		1- Look at the photos and answer the questions.		13111
means of transport.		snowmobile	-Study circles	-Ask the students to look at the photos and		
• learn about some	-Workbook	Uganda	Problem solving	answer the question about means of	Students'	
countries.	-Teacher's guide	cycle	-Brainstorming	transport. 2- Read the text and check your	note	
	-reactier 5 guide	cheep healthy	-Co- operative	answers to Exercise 1.	books	
write about your	-Library	nealing	•	-Ask the students to read the text and check		
journey to school.	_		-learning	their answers from Ex 1 . 3- Match the speakers with the correct parts	Student's'	
	-Board	Structures:	-Discovery	of the text in Exercise 2.	activity	
• ask and answer	-Cassette	1- How do you travel	-Role playing	4- Listen and check your answers to Exercise 3. 5- Answer the questions.	books	45
some questions		to school?	-Individual	6- Write about your journey to school in your		15m
about your school.	-Flash cards	2- How long does it		notebook. Think about these questions. WB		
		take?	-Peer learning	1- How many forms of transport do		
			-Work groups	you know? Complete the table.		
		3- Why do some	-Team teaching	2- Read Student's Book page 18 again. Choose the correct word.		
		children need to take difficult journeys to	-Pair work	3- Complete the sentences with at, in or		
		school?		4- Write about your journey to school.		
				Assessment: Oral questions		
		4- Why is it important to go to school?		Written Exercises		5m
		to go to somoon:				

Home Assignment: WB Page (82)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (5) SB Page (19) WB page 83

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:		hobbies	-Discussion	Are you good at computer studies?	Teacher's	
	-Internet	timetable	-Inductive	Presentation:	preparation book	15m
 ask and answer some questions about 	-Student's book	food		1- Look at the photo and answer the questions.		13111
the school day.		favourite	-Study circles	-Ask the students to look at the photon in		
me sensor day.	-Workbook	children	Problem solving	ex.1 and answer the questions.	Students'	
• put a dialogue in the	*	good a l	-Brainstorming	2- Listen and check your answers to	note	
correct order.	-Teacher's guide			Exercise 1Ask the check their answers in Ex1 through	books	
	-Library	Structures:	-Co- operative	listening text		
 write a paragraph about your favourite 	•	-When have we got	-learning	3- Complete the questions.	Student's'	
subject.	-Board	Computer Studies?	-Discovery	-Ask the students to answer the questions. Then check their answers.	activity	
,	-Cassette		-Role playing	4- Match the questions in Exercise 3	books	
	-cassette	-lt's after break.		with these answers.		15m
	-Flash cards	-it's after break.	-Individual	5- Work in pairs. Use the questions in		
			-Peer learning	Exercise 3 to ask and answer		
		-Are you good at	-Work groups	questions about your school day.		
		Computer Studies?	-Team teaching	WB		
				1- Put the dialogue into the correct order.		
		-Yes, I'm not bad at it.	-Pair work	2- Look at the graph. Read and number in order from best to worst.		
		100, 1 m not baa at it.		3- Answer the questions.		
				Assessment: Oral questions		5m
				Written Exercises		

Home Assignment:. WB Page (83)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (6) SB Page (20) WB page 84

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	preparatory	-Discussion	What do you usually do after school? Presentation:	Teacher's preparation	
• read a passage		music watch	-Inductive	1- Read about Amira. Write the	book	15m
about your daily life.	-Student's book	always	-Study circles	questions a–c in the correct places. -Ask the students to read the text carefully		
 use punctuation 	-Workbook	sometimes	Problem solving	and put the questions in their correct places.	Students'	
correctly.	-Teacher's guide	shower	-Brainstorming	2- Read the text again. Are these sentences true (T) or false (F)?	note	
use adverbs of	-Library	Structures:	-Co- operative	-Ask the students to read again and decide which one is correct or false.	books	
frequency.	,	a- What do you usually do after	-learning	3- Now write about a day in your life.	Student's'	
. ,	-Board	school?	-Discovery	Use adverbs of frequency. -Ask the students to write about their daily	activity	
	-Cassette	b- How old are you,	-Role playing	life using adverbs of frequency.	books	15m
	-Flash cards	and where are you from?	-Individual	WB 1- Read the email and write the missing		
	1 14511 641 45		-Peer learning	sentences a-c in the right places. 2- Read the email again and answer		
		c- What subjects do you like?	-Work groups	the questions.		
		Jou mie.	-Team teaching	3- Write Nagwa's reply to Nesma. Assessment:		
			-Pair work	Oral questions Written Exercises		
						5m

Home Assignment:WB page 84

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (7) SB Page (21) WB page 85

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to: review and practise	-Internet	No new	-Discussion	What time is it now? Presentation:	Teacher's preparation	
the vocabulary and	-Student's book	vocabulary	-Inductive	1- Say the times. -Ask the students to look at the picture then	book	15m
structures of the unit	-Workbook		-Study circles	tell the time.		
	-workbook		Problem solving	2- Match the words from A and B to make daily activities.	Students'	
	-Teacher's guide	Characterist	-Brainstorming	-Ask the students to match the verb with the	note books	
	1.21	Structures:	-Co- operative	correct activity then make a sentence.	Doone	
	-Library		-learning	3- Whose things are these? Which subjects are they for? Make	Student's'	
	-Board		-Discovery	sentencesAsk the students to make sentences about	activity	
	-Cassette		-Role playing	possessions.	books	15m
	-Flash cards	No	-Individual	4- Add the adverbs of frequency to these sentences.		
	-i iasii caras	new Structures	-Peer learning	WB		
		Structures	-Work groups	1- Read and match.2- Complete the times.		
			-Team teaching	3- Choose the correct answer from a, b, c or d.		
			-Pair work	4- Quiz! Can you match the flags and		
				the countries?		
				5- Now make sentences about the		
				flags in Exercise 4.		
				Assessment: Oral questions		5m
				Written Exercises		

Home Assignment: WB Page (85)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (1) SB Pages (22 and 23) WB page 86

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	Intomot	beard	-Discussion	How old is your uncle?	Teacher's preparation	
• learn some	-Internet	straight	-Inductive	Presentation:	book	15 m
adjective to describe	-Student's book	blond	-Study circles	1- Listen. Tick (✓) the picture of Samir.		
people.	-Workbook	curly moustache		- Ask the students to listen and tick the write		
	-vvorkbook	long	Problem solving	pictures. 2- Listen again. Answer the questions	Students'	
• learn to use has got / have got correctly.	-Teacher's guide	dark	-Brainstorming	- Ask the students to again and answer the	note	
, nare gereemeen,	-Library	glasses	-Co- operative	questions 3- What do you look like? Work in	books	
• learn to write	-Library		-learning	pairs. Describe your family.		
descriptions of people.	-Board	Structures: - I / You / We / They	-Discovery	- Ask the students try to describe some members in their families.	Student's' activity	15 m
poop.e.	-Cassette	have got ('ve got)	-Role playing	4- Choose a friend. Then ask and	books	15 111
	-cassette	dark hair.	-Individual	answer.		
	-Flash cards			- Ask the students to work in pairs to ask and answer some questions.		
		- I / You / We / They	-Peer learning	WB		
		have not (haven't)	-Work groups	1- Complete the descriptions with these words. 2- Complete the sentences with the correct form of		
		got blond hair.	-Team teaching	have got. 3- Write descriptions of these people.		
			-Pair work	Assessment:		
		- He / She has got ('s		Oral questions: Written Exercises:		
		got) curly hair.				5 m

Home Assignment:WB page 86

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



Lesson (2) SB Pages (24 and 25) WB page 87

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	smile kind	-Discussion	What time does English finish on Monday? Presentation:	Teacher's preparation	5 m
• read a text about Mohamed Salah.	-Student's book	fans	-Inductive	1- Look at the photo. What do you know about this sports star?	book	15 m
	-Workbook	Europe footballer	-Study circlesProblem solving	-Ask the students to introduce some information about Mo-Salah.		
 match the words and their opposites. 	-Teacher's guide		-Brainstorming	2- Read and check your answers to Exercise 1.	Students' note	
• complete the	-Library	Structuros.	-Co- operative	3- Read again and answer the questions.	books	
sentences with can	•	Structures: 1- Which sport does	-learning	4- Work in pairs. Match the words with their opposites.	Student's'	
& can't.	-Board	Mohamed Salah play?	-Discovery	5- Complete the sentences with the	activity books	15 m
• read a text about	-Cassette	O 14/h do oo loo oo oo	-Role playing -Individual	correct adjectives. 6- Listen and circle the correct		15 111
Doaa Alghobashy.	-Flash cards	2- Why does he score a lot of goals?	-Peer learning	words. 7- Describe your favourite sports		
		3- How tall is he?	-Work groups	star. WB		
		4- How does he help	-Team teaching	1- Choose the correct words. 2- Write the names of two people or things		
		people?.	-Pair work	which are: 3- Complete the sentences with can or can't.		
				4- Use the expression in Student's Book page 25, Exercise 7. Assessment: Oral questions:		5 m
				Written Exercises:		

Home Assignment:WB page 87

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (3) SB Pages (26 and 27) WB page 88

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet		-Discussion	What's your favourite sport? Presentation:	Teacher's preparation	15m
ask and answer ask and answer	-Student's book	blog website	-Inductive	1 Read the blog post quickly. What is Yunis's favourite sport?	book	
about the student' favourite sport.		twice	-Study circles	-Ask the students to read the text then answer		
	-Workbook	boring	Problem solving	the questions. 2 Read the blog post again. Are these	Students'	
 listen to a game and write the order. 	-Teacher's guide		-Brainstorming	sentences true (T) or false (F)?	note books	
• Learn about some	-Library	Structures:	-Co- operative	-Ask the students to the text again then put T or F.	DOUNG.	15m
countries.	Doord	- Does he / she like	-learning	3- Listen to the game and write the order.	Student's'	25
• read a blog post.	-Board	playing basketball?	-Discovery	4- Listen again and check your	activity books	
redu d blog posi.	-Cassette	- Yes, he / she does.	-Role playing	answers to Exercise 3. 5- Listen again and answer the	BOOKS	
	-Flash cards	No, he / she doesn't.	-Individual	questions.		
			-Peer learning	6- Play the game with your partner. WB		
			-Workgroups	1- Complete the sentences with the correct form of the verb in brackets.		
			-Team teaching	2- Read the blogs and write the		
			-Pair work	questions a-c in the correct place. 3- Now answer the questions in		5m
				Exercise 2 to write a blog about you.		
				Assessment: Oral questions		
				Written Exercises		

Home Assignment:WB page 88

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (4) SB Page (28) WB page 89

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	angry	-Discussion	Do you like reading stories?	Teacher's preparation	
• read about Alice's	-internet	scary	-Inductive	Presentation: 1- Look at the pictures. What do you think	book	15m
Adventures in	-Student's book	brave busy	-Study circles	the story is about? Is it a true story? -Ask the students to read the story and ask		
Wonder land.	-Workbook	clever	Problem solving	them Is this story true?		
• ask and answer	-Teacher's guide	sensible	-Brainstorming	2- Read the story and answer the questions.	Students' note	
about the story.	- reactier sguide	Structures:	-Co- operative	-Ask the students to read the story again and	books	
	-Library	1- Who is the main	-learning	answer the questions. 3- Look at the adjectives in red. Use a		
use the dictionary to check the	-Board	character? 2- Which other	-Discovery	dictionary to check the meaning. Write the words in your notebook.	Student's'	
meaning of some	Cossetto	characters are in the	-Role playing	-Ask the students to use their dictionaries to	activity books	
words.	-Cassette	book? 3- Who has got a big	-Individual	check the meaning of the words in red. 4- Play a game. Describe a character		15m
describe a character.	-Flash cards	smile?	-Peer learning	from the story for your partner to guess. WB		
		4- Who is not very nice?	-Work groups	1- Choose the correct answer from a, b, c		
			-Team teaching	or d. 2- Read <i>Alice's Adventures in</i>		
			-Pair work	Wonderland again and answer the questions.		
			-Pail WOIK	3- Describe a character in a book or film.		
				Assessment: Oral questions		F
				Written Exercises		5m

Home Assignment: WB Page (89)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (5) SB Page (29) WB page 90

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	1.1	food	-Discussion	Do you remember the story Alice?	Teacher's	
	-Internet	cheese	-Inductive	Presentation: 1- Answer the questions.	preparation book	15m
 answer some questions about the 	-Student's book	bread		-Ask the students to read the story of Alice		13111
story of Alice's		hobby	-Study circles	from lesson 4 and answer the question.		
Adventures in Wonder	-Workbook	Play football	Problem solving	2- Look at the photos. Tell your partner what you like / love / don't like doing.	Students'	
land.	-Teacher's guide	diagram	-Brainstorming	-Ask the students to discuss the questions in	note	
	- reactier sguide		-Co- operative	Ex 2.	books	
• complete	-Library	Structures:	•	3- Which books do you like? Complete the information.		
information about	_	- I love reading books	-learning	-Ask the students to answer the questions	Student's'	
books.	-Board	by (name of writer)	-Discovery	about their favourite kind of books.	activity	
	-Cassette	M. farrarmita la altria	-Role playing	4- Work in pairs. Discuss your favourite book.	books	15
ask the students about their favourite		- My favourite book is	-Individual	WB		15m
books.	-Flash cards	•••••		1- Listen and complete the sentences.		
DOOKS.		-It's about a girl/boy	-Peer learning	2- Match the book reviews to the names of the books. Then write them.		
		called	-Work groups	3- Now write a review of your		
		-The other	-Team teaching	favourite book.		
		characters	-Pair work	Assessment: Oral questions		
		are	-	Written Exercises		
						5m

Home Assignment:. WB Page (90)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (6) SB Page (30) WB page 91

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:		wheelchair	-Discussion	Who is your best friend?	Teacher's	
	-Internet	together	In decation	Presentation:	preparation book	45
• read a blog post	-Student's book	appearance	-Inductive	1- Read Fady's blog post. Why can't Fady and Basel always do the same things?	DOOK	15m
about your best		Personality	-Study circles	-Ask the students to read about fady and		
friend.	-Workbook		Problem solving	Basel and guess the meanings of new words.		
			-Brainstorming	2- Read the text again and answer the questions.	Students' note	
write a blog post about a famous	-Teacher's guide		_	-Ask the students to read again and answer	books	
	-Library		-Co- operative	the questions in Ex 2.	DOORE	
person.	-Library	Structures:	-learning	3- Write a blog post about a friend in your		
• use "but" or "and"	-Board	1- How are people in your life different	-Discovery	notebook. Think about: -Ask the students to answer the questions	Student's' activity	
correctly.		from you?	•	about a person in their family and write a	books	15m
	-Cassette	ii oiii you:	-Role playing	paragraph.	Doorto	
• learn some writing	-Flash cards	2- Are differences	-Individual	WB		
tips.	-Flasii Calus	important? Why/Why	-Peer learning	1- Complete the sentences with and, because or but.		
		not?	-Work groups	2- Read and match the questions and		
				the answers.		
			-Team teaching	3- Write about a famous person.		
			-Pair work	Assessment: Oral questions		
				Written Exercises		
						5m

Home Assignment:WB page 91

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (7) SB Page (31) WB page 92

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to: • review and practise	-Internet	No new	-Discussion	What do you remember about your best friend?	Teacher's preparation	
the vocabulary and structures of the unit	-Student's book	vocabulary	-Inductive	Presentation: 1- Read and complete the words in	book	15m
make a poster	-Workbook		-Study circlesProblem solving	each groupAsk the students to complete each group		
about famous person.	-Teacher's guide		-Brainstorming	with a suitable word. 2- Read and circle the correct words.	Students'	
person.	-Library	Structures:	-Co- operative	-Ask the students to circle the correct word. 3- Read and complete the sentences	books	
	-Board		-learning -Discovery	about Magda. -Ask the students to complete the sentences about Magda.	Student's' activity	
	-Cassette	No	-Role playing	4- Ask and answer about Magda. WB	books	15m
	-Flash cards	No new Structures	-Individual -Peer learning	1- Complete the diagram.2- Answer the questions for you.3- Read and correct the underlined		
			-Work groups -Team teaching	words. 4- Describe your brothers, sisters or cousins.		
			-Pair work	Assessment: Oral questions Written Exercises		
				Without Exercises		5m

Home Assignment:WB Page (92)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Review A

Day	Date	Period	Class

Lesson (1) SB Page (32)

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:			-Discussion	Do you like koshari?	Teacher's	
	-Internet	<u>No</u>	-Inductive	Presentation:	preparation book	
a ravious and	-Student's book	<u>New</u>		1 Read the text. Write a title and circle the correct words.	DOOK	
 review and practise the 		vocabulary	-Study circles	- Ask the Students to read the texts carefully		
vocabulary and	-Workbook		Problem solving	then they will try to find the correct title for	Students'	
structures of Units	To a showle quide		-Brainstorming	each text they will circle the correct word.	note	
1and 2.	-Teacher's guide		-Co- operative	2- Now match the paragraphs with the	books	
	-Library	Structures:	-	photos.- Ask the Students to read the text again and		
			-learning	match the paragraphs with the correct photo.	Student's'	
	-Board	<u>No</u>	-Discovery	3- Read the text again and circle the	activity	
	-Cassette	New	-Role playing	correct words.	books	
		structures	-Individual	4- Make sentences. Use the words from		
	-Flash cards	311 41 51 61 61		the box Ask the students to make sentences using the		
			-Peer learning	words then check their answers.		
			-Work groups	Assessment:		
			-Team teaching	Oral questions:		
			-Pair work	Written Exercises:		
			T dir Work			

Home Assignment:SB Page (32

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Review A

Lesson (2) SB Page (33) WB Pages (93 and 94)

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:			-Discussion	Have you got any bread?	Teacher's	
	-Internet	<u>No</u>		Presentation:	preparation	
• review and	-Student's book	New	-Inductive	1 Look at the timetable. Ask and	book	
practise the	-Student S book	vocabulary	-Study circles	answer the questions in pairs.		
vocabulary and	-Workbook	<u> </u>	Problem solving	2 Listen to Shady talking about his		
structures of Units			Problem solving	day. Circle the correct words.	Students'	
1and 2.	-Teacher's guide		-Brainstorming	3- Look at the information. Complete	note	
	-Library	Structures:	-Co- operative	the sentences. WB	books	
			-learning	1- What does Ali do every week after		
	-Board	<u>No</u>	-Discovery	school? 2 - Listen and circle the correct words.	Student's' activity	
	-Cassette	New structures	-Role playing	3- Read and match the girls with the bags. 4- Read the text again and choose the	books	
	-Flash cards	<u>structures</u>	-Individual	correct answer from a, b, c or d. 5- Read about the twins.		
			-Peer learning	6- Answer the questions.		
			-Work groups	7- Read and correct the mistakes in these sentences.		
			-Team teaching	8- Listen and circle the word that you hear.		
			-Pair work	9 Write about your favourite character in a book.		
				a soon.		
				Assessment:		
				Oral questions:		
				Written Exercises:		

Home Assignment: WB Page (94)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (1) SB Pages (34 and 35) WB page 95

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	laptop computer	-Discussion	Do you have a smart phone? Presentation:	Teacher's preparation	
 To read a range of 		mobile	-Inductive	1- Read Ziad's description of his	book	15 m
high-frequency words and CVC words.	-Student's book	phone mouse	-Study circles	classroom. Are the sentences true (T) or false (F)? Correct the false sentences.		
	-Workbook	MP3 player	Problem solving	- Draw students' attention to the speech bubble at the bottom of page 34 and explain that the boy is talking	Students'	
 To use glossaries to determine or clarify 	-Teacher's guide	phone charger printer	-Brainstorming	about the classroom picture at the top of page 35. 2- Listen to the description of the	note books	
the meaning of words		tablet	-Co- operative	<u>classrooms. Tick (∏) the correct picture.</u>	DOOKS	
and phrases.	-Library	Structures: There is / there are; the	-learning	Read though the instruction with the class and explain that they have to choose the correct picture.	Student's'	
• To read short, simple sentences.	-Board	present continuous	-Discovery	3- Now describe one of the pictures to your partner. Which picture is it?	activity	15 m
• To identify key	-Cassette		-Role playing	4- Work in pairs. Ask and answer questions about your classroom.	books	
details in short,	-Flash cards		-Individual	WB 1- Write the correct word next to the		
familiar texts.			-Peer learning	number.		
			-Work groups	2- Circle the correct words. 3- Look at the picture and complete		
			-Team teaching	the sentences with these words.		
			-Pair work	4- Write a description of your classroom.		
				Assessment: Oral questions:		5 m
	_			Written Exercises:		

Home Assignment: WB page 95

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



Lesson (2) SB Pages (36 and 37) WB page 96

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:		online	-Discussion	Do you have a laptop?	Teacher's	5 m
	-Internet	3D printer	-Discussion	Presentation:	preparation	
 To read short, simple 		selfie	-Inductive	1- Read the text message conversation.	book	
sentences.	-Student's book	click on the icon	Chudu sinalas	What is in this photo?		15 m
		look at a website	-Study circles	Direct students' attention to the photo at the top of the page. Ask the class to describe what they can see		
• To use glossaries and	-Workbook	make a video call	Problem solving	and have a guess at what it might be.	0, 1, 1,	
beginner's dictionaries		tap on the		2- Match the verbs to the photos. Which	Students'	
to determine or clarify the meaning of words	-Teacher's guide	icon	-Brainstorming	of these are in Adam's conversation?	note	
and phrases.			-Co- operative	Ask a different student to read each of the verb phrases to the class. Check they understand them and refer to the <i>Glossary</i>	books	
ana pinaeee.	-Library		-	of the book if necessary.		
• To skim grade-			-learning	3- Read the text again and answer the	Ct d a sati a l	
appropriate text to get	-Board	Structures:	-Discovery	questions.	Student's'	
the general idea.			Discovery	Read through the questions as a class and check for understanding.	activity books	
	-Cassette	To practice	-Role playing	4- Work in pairs. Discuss.	DOOKS	15 m
• To identify key details		using the present continuous.	-Individual	The speech bubble icon in the Student's Book denotes		
in short, familiar texts.To write short,	-Flash cards	continuous.	-iliuiviuuai	a critical thinking exercise, encouraging students to		
explanatory texts.			-Peer learning	question and challenge what they know and learn		
explanatory texts.			Maria de la compansión	WB		
To form and use the			-Work groups	1- Circle the correct words.		
simple verb tenses			-Team teaching	2- Match to make sentences. 3- Complete the sentences with the		
(present continuous).			_	correct form of these verbs.		
			-Pair work	4- What are people in your family doing at		
• To ask and answer				the moment?		
questions in order to get				Assessment:		
information.				Oral questions:		5 m
				Written Exercises:]

Home Assignment:WB page 96

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (3) SB Pages (38 and 39) WB page 97

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet	website	-Discussion	What are you doing now? Presentation:	Teacher's preparation	15m
 To identify key 			-Inductive	1- Listen to the conversation between	book	
details in short, familiar texts.	-Student's book	garden dancer	-Study circles	two sisters. What is Randa doing? Draw students' attention to the photo of the two		
	-Workbook		Problem solving	girls and elicit what they are doing. (They are talking on the phone.)	Ctudonto'	
 To form and use the basic verb tenses 	-Teacher's guide	Structures:	-Brainstorming	2- Listen again and take notes. Then write sentences about what the family is	Students' note books	
(present			-Co- operative	doing.	DOOKS	
continuous).	-Library	To form questions and negative	-learning	Read the instruction with the class. Look at the photos with the class and decide who the people	Otrodo málo l	15m
• To identify gist and main idea(s) in short	-Board	sentences in the present	-Discovery	are. 3- Ask and answer the questions in pairs.	Student's' activity	
listening texts.	-Cassette	continuous	-Role playing	4- Now answer the questions about your friend.	books	
To express facts.	-Flash cards		-Individual	5- Read the puzzle. Match the numbers		
, , , , , , , , , , , , , , , , , , , ,	-riasii cai us		-Peer learning	with the people. WB		
			-Work groups	1- Read the conversation between Leila and Judy.		
			-Team teaching	2- Reorder the words to make questions.		
			-Pair work	3- Now answer the questions in Exercise 2.		
				4- Read the answers. Assessment:		5m
				Oral questions		
				Written Exercises		!

Home Assignment:WB page 97

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (4) SB Page (40) WB page 98

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	nature	-Discussion	Do you have a laptop? Presentation:	Teacher's preparation	
• To skim grade- appropriate text to get	-Student's book	eagle	-Inductive	1- Read about Wael and Mazin. Who has got a laptop?	book	15m
the general idea.			-Study circles	-Tell students they are going to read two blog		
To identify key	-Workbook	Structures:	Problem solving	posts about two different boys. Ask students to look at the photos and say what each	Students'	
details in short, familiar texts.	-Teacher's guide	The present	-Brainstorming	person is doing. Check students' use of the present continuous.	note books	
	-Library	continuous (Workbook)	-Co- operative	2- Read and complete the table.		
• To read and respond to short, familiar texts.	-Board		-learning -Discovery	1- Ask the students to read the blog posts again and then complete the table below.2- When the students have finished, they can	Student's' activity	
Write about likes and	-Cassette		-Role playing	compare their answers with a partner. If they have different answers, they can check the	books	15m
dislikes in different topics (Workbook).	-Flash cards		-Individual	text again to see if they can find the correct		
			-Peer learning	answers. WB		
			-Work groups	1- Complete the table with the words in		
			-Team teaching	the box. 2- Look at the picture. Complete the text		
			-Pair work	with the words in the box. 3- Now write a description of this picture.		
				4- Which do you like more, nature or technology? Assessment: Oral questions		5m
				Written Exercise		

Home Assignment: WB Page (98)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (5) SB Page (41) WB page 99

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	lata wast	person	-Discussion	How do you send a text message?	Teacher's preparation	
To identify key details	-Internet	tape	-Inductive	Presentation: 1- Read the instructions and put the pictures in	book	15m
in short, familiar texts.	-Student's book	send	-Study circles	the correct order.		
• To form and use the simple verb tenses (the	-Workbook	boil kettle	Problem solving	Draw students' attention to the series of pictures showing a mobile phone. Ask students what they		
				think they show (instructions for how to send a	Students'	
imperative).	-Teacher's guide		-Brainstorming	text message). Point out that the pictures are not in the correct order.	note books	
• To write a short, informative/explanatory text.	-Library	Structures: The imperative	-Co- operative	2- Complete the text.	DOOKS	
			-learning	-Read through the language box with the class. Then ask students to look back at the	Student's'	
	-Board		-Discovery	text in Exercise 1 and ask students which	activity	
	-Cassette		-Role playing	words in the text are imperatives (<i>tap</i> , <i>write</i>). 3- In pairs, make instructions for how to make a	books	45
	-Flash cards		-Individual	cup of tea. You can use these words to help		15m
			-Peer learning	you. WB		
			1- Read and correct the underlined			
				words. 2- How do you send a text message?		
			-Team teaching	3- Complete the sentences with the		
			-Pair work	words in the box. 4- Now write instructions for how to make		
				a cup of tea. Assessment:		
				Oral questions		5m
				Written Exercises		

Home Assignment:. WB Page (99)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (6) SB Page (42) WB page 100

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	password secret	-Discussion	What do you know about facebook? Presentation:	Teacher's preparation	
 To identify key 		360161	-Inductive	1- Work in pairs. Complete the table with	book	15m
details in short, familiar texts.	-Student's book		-Study circles	this advice. Can you add any sentences? - Read the table heading "Stay safe when you		
• To write short,	-Workbook	Structures: To form and use	Problem solving	use technology" to the class and elicit any ideas around what it means.	Students'	
informative texts	-Teacher's guide	negative imperatives	-Brainstorming	2- In pairs, make a poster about how to	note	
To form and use the simple verb tenses	-Library	negative imperatives	-Co- operative	stay safe online.1- Review positive and negative imperatives	books	
(the	Library		-learning	with the students and write examples on the		
imperative).	-Board		-Discovery	board for weaker classes. 2- Put students into pairs. Stronger classes	Student's' activity	
• To express facts and points of view.	-Cassette -Flash cards		-Role playing	can work through the three stages independently. Otherwise, brainstorm the	books	15m
			-Individual	bulleted points with the class and write ideas		
			-Peer learning	on the board. WB		
			-Work groups	1- Complete the crossword.		
			-Team teaching	2- Write these sentences as negatives. Tick () the negative		
			-Pair work	sentences you agree with.		
				Assessment: Oral questions Written Exercises		5m

Home Assignment:WB page 100

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Unit 4 " We're using technology "

<u>Lesson (7) SB Page (43) WB page 101</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:To review and	-Internet	No new	-Discussion	What do you remember about technology? Presentation:	Teacher's preparation	
practise the	Chard and laborate	vocabulary	-Inductive	1- Look and say what these objects are.	book	15m
vocabulary and structures of the	-Student's book	ŕ	-Study circles	- Before students open the books, brainstorm technology and nature words from the unit.		
unit.	-Workbook		Problem solving	Write two headings on the board	Students'	
• To write a	-Teacher's guide		-Brainstorming	(Technology and nature) and elicit examples of each to write in the columns.	note	
paragraph about		Structures:	-Co- operative	2- What technology do you use? Work in	books	
online safety (Workbook).	-Library		-learning	pairs. Discuss.Students can stay in the same pairs as in	Student's'	
	-Board		-Discovery	Exercise 1. Alternatively, put students into groups of three.	activity	15m
	-Cassette		-Role playing	3- Ask and answer questions. Guess who	books	13111
	-Flash cards	No new	-Individual	your partner is thinking of. WB		
		Structures	-Peer learning	1- Match to make words for technology. Which is one word?		
			-Work groups	2- Complete the dialogue with these		
			-Team teaching	words. 3- Answer the questions for you.		
			-Pair work	4- Write a paragraph about how you stay		
				safe online. classroom.		
				Assessment:		
				Oral questions Written Exercises		5m
				Willell Exelcises		

Home Assignment: WB Page (101)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (1) SB Pages (44 and 45) WB page (102)

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:		beach	-Discussion	What did you spend your last holiday?	Teacher's	
	-Internet	cave		Presentation:	preparation	45
To read a range of	Gr. de alla la cal	desert	-Inductive	1- Write the words from the Quiz in the correct	book	15 m
high-frequency words	-Student's book	forest	-Study circles	Ask students to look at the four headings and the		
and short, simple sentences.	-Workbook	jungle	-	example. Explain that they have to write the words		
contonicos.	-vvorkbook	lake	Problem solving	from the quiz into the correct place. Students work	Students'	
 To recall information 	-Teacher's guide	mountain river	-Brainstorming	together in pairs.	note	
from experiences or	-Teacher 5 guide	sea	Co. on a wating	2- Work in groups to search for examples of these places.	books	
gather information from provided sources to	-Library	waterfall	-Co- operative	Draw students' attention to the picture and elicit the		
answer a question.		Structures:	-learning	correct word (cave). Then ask them to look at the boy's		
,	-Board	• The present simple	-Discovery	example in the speech bubble. 3- Listen to Taha and his sister playing a game.	Student's'	
 To identify gist in short 		The present simple	-	Can you guess the places?	activity books	15 m
Iistening textsTo ask and answer	-Cassette		-Role playing	4- Listen again and check your answers.	DOOKS	
questions in order to get			-Individual	5- Think of some more places. Play the game		
information.	-Flash cards			with a partner.		
			-Peer learning	6- Talk about the places on page 44.		
To pronounce familiar			-Work groups	WB		
words with some accuracy.			-Team teaching	1- Label the map with the words in the box. 2- Look at the map. Where would you like to		
accuracy.			-ream teaching	go? Where would you not like to go? Why?		
 To write short, 			-Pair work	Use expressions from Student's Book page		
informative/explanatory				<u>47.</u>		
texts				Assessment:		5 m
				Oral questions		
				Written Exercises		

Home Assignment: WB page 102

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



<u>Lesson (2) SB Pages (46 and 47) WB page 103</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	climb a mountain eat delicious food	-Discussion	Did you sleep in the tent? Presentation:	Teacher's preparation	5 m
 To use context to 		go in a cave	-Inductive	1- Review the vocabulary from Lesson 1	book	
confirm or self-correct word recognition,	-Student's book	have a picnic make a sandcastle	-Study circles	2- Which activities can you see in the photos? Ask students what they can see in each		15 m
rereading as	-Workbook	play games	Problem solving	photo.	04	
necessary.	-Teacher's guide	ride a bike see a camel	-Brainstorming	3- Look and read. Match the photos with the descriptions.	Students' note	
 To identify key details in short, familiar texts. 	-Library	sleep in a tent swim in a lake	-Co- operative	Students read the descriptions of Sayed's holiday photos and match the photos with the	books	
		visit family	-learning	descriptions.	Student's'	
To form and use regular	-Board		-Discovery	4 -Read the text again and circle the correct words.	activity	
verbs (past simple).	-Cassette	Structures:	-Role playing	5- Read and complete the table. 6- Find and underline the past simple form of	books	15 m
To express facts	-Flash cards	To practise using the	-Individual	these verbs in the holiday descriptions in		
• To write short, informative/explanatory	-riasii cai us	past simple.	-Peer learning	Exercise 3. 7- Work in pairs. Use the verbs in Exercise 6		
texts.			-Work groups	and make sentences about your holiday. WB		
			-Team teaching	1- Write the words. Use all the letters.		
			-Pair work	2- Complete the sentences with the past simple. 3- Write these sentences using the past simple.		
				4- Write a paragraph about last weekend.		
				Assessment:		_
				Oral questions:		5 m
				Written Exercises:		

Home Assignment: WB page 103

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (3) SB Pages (48 and 49) WB page 104

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:		buy	-Discussion	Have you ever seen a dolphin?	Teacher's	
	-Internet	camp	-Discussion	Presentation:	preparation	15m
 To identify gist and 		castle	-Inductive	1- Look at the photos. Guess the answers.	book	
main ideas in listening	-Student's book	dolphin	-Study circles	Draw students' attention to Yunis. Ask what		
texts.		holiday	-Study Circles	they think was great about his holiday. talk		
	-Workbook	flat	Problem solving	about his / her own hobbies.	Students'	
 To express facts. 		hotel	-Brainstorming	2- Listen and check your answers to Exercise 1.	note	
	-Teacher's guide	flag	-brainstorning	Tell students they are going to hear Yunis	books	
To show limited		souvenir	-Co- operative	talking to his friend, Hatem, about his holiday.	Books	
awareness of rising	-Library	view	-learning	3- Listen again. Choose the correct photo.		15m
and falling intonation for <i>wh</i> - and	B			4- Work in pairs. Find these things in the	Student's'	
\es□no questions.	-Board	Structures:	-Discovery	photos.	activity	
tes-no questions.	-Cassette		-Role playing	5- Complete the past simple questions with the	books	
To write short,	-cassette	To use the past		correct form of the verbs in brackets.		
informative texts.	-Flash cards	simple	-Individual	6-Work in pairs. Ask and answer the questions		
	-Flasii calus		-Peer learning	in Exercise 5.		
To form and use				7- Ask and answer questions about your last		
regular and irregular			-Work groups	holiday. WB		
verbs.			-Team teaching	1- Read and match the words with their meanings.		
				2- Reorder the words to make questions.		
			-Pair work	3- Listen and check your answers to Exercise 2.		
				4- Now answer the questions in Exercise 2.		5m
				Assessment:		
				Oral questions		
				Written Exercises		

Home Assignment:WB page 104

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (4) SB Page (50) WB page 105</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	course castle	-Discussion	Do you like travelling abroad? Presentation:	Teacher's preparation	
 To identify a text 	Construction of	Queen	-Inductive	1- Read the text quickly and answer the	book	15m
type from its format and appearance.	-Student's book	souvenirs view	-Study circles	guestions in pairs. Before opening the book, brainstorm what		
To skim grade -	-Workbook		Problem solving	the students known about London and write	Students'	
appropriate text to get the general idea.	-Teacher's guide	Structures: To use the past	-Brainstorming	the ideas on the board again and reorder the pictures.	note books	
 To use glossaries and beginner's 	-Library	simple	-Co- operative	2- Read again and answer the questions. Write full sentences.	DOOKS	
dictionaries to	,		-learning	Ask the students to read the text more	04	
determine or clarify the meaning of words	-Board		-Discovery	carefully and answer the questions. Draw their attention to the example, and ask a	Student's' activity	
and phrases. • To identify key	-Cassette		-Role playing	volunteer to read out the section of text which answers the question.	books	15m
details in short,	-Flash cards		-Individual	WB .		
familiar texts. • To write a short,	-riash caras		-Peer learning	1- Complete the email with the past simple		
informative text.			-Work groups	form of the verbs in brackets. 2- Answer the questions about Andy's		
• To recall information from experiences or			-Team teaching	email.		
gather information			-Pair work	3- Answer Andy's question: What did you do last summer? Think about:		
from provided sources to answer a				Assessment: Oral questions		
question.				Written Exercises		5m

Home Assignment: WB Page (105)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (5) SB Page (51) WB page 106</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:		How exciting!	-Discussion	Did you go to the beach last summer?	Teacher's	
	-Internet	Really?	-51364331011	Presentation:	preparation	
 To identify gist in 		Oh dear!	-Inductive	1- Listen. What ate Mazin's ice cream?	book	15m
short listening texts	-Student's book	Wow!	-Study circles	Ask students to look at the four pictures and elicit what they can see in each one. Elicit what the Zzzzs		
(both informative and		That's interesting!	-	mean in picture b (someone/something is asleep).		
literary texts).	-Workbook	Oh no!	Problem solving	2- Listen again and put these pictures in the	Students'	
T: 1 1 1	*	What a pity!	-Brainstorming	correct order.	note	
• To write short,	-Teacher's guide		· ·	Ask students which order they think the	books	
informative texts.	I ilamam.		-Co- operative	pictures are in in the story.		
• To express how	-Library		-learning	3- Match the responses from the listening to		
he/she is feeling using	-Board	Structures:		the correct emotion.	Student's'	
basic expressions.	-board	To use the past	-Discovery	4- Listen again and repeat the expressions in Exercise 3.	activity	
basis expressions.	-Cassette	simple	-Role playing	5- Work in pairs. Take turns to be A and B.	books	
 To pronounce 	-cassette		. , .	WB		15m
familiar words with	-Flash cards		-Individual	1- Complete the sentences with a word from		
some accuracy.	i lasii caras		-Peer learning	the box.		
				2- Reply to the following using expressions		
 To express facts and 			-Work groups	from Exercise 1.		
points of view.			-Team teaching	3- Draw a sign for a rule that tourists should		
			Dairmonde	follow.		
• To explain orally			-Pair work	4- Answer the questions about Heidi. Assessment:		
verbal and non-verbal,				Oral questions		
age - appropriate				Written Exercises		5m
texts, eg signs.						5111

Home Assignment:. WB Page (106)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (6) SB Page (52) WB page 107</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:			-Discussion	What do you know about Paris?	Teacher's	
	-Internet	snails		<u>Presentation:</u>	preparation	
• To skim grade -		tower	-Inductive	1- Look at the photo. Do you know where it is?	book	15m
appropriate text to get	-Student's book	for example	-Study circles	1- Point to the photo of the Eiffel Tower and		
the general idea.		·	-Study Circles	ask where it is. Ask what other things the		
	-Workbook		Problem solving	students know about Paris or France (the	Students'	
 To use glossaries and 			-Brainstorming	other pictures show bread, snails, and	note	
beginner's dictionaries	-Teacher's guide		-Diamstorining	Pacarons – a French sweet).	books	
to determine or clarify			-Co- operative	2 Ask whether anyone has been to Paris or	DOOKS	
the meaning of words	-Library		loorning	France and what they saw and did there.		
and phrases.		Structures:	-learning	2- Read Fatma's email. Find: Before students do the exercise, draw their	Student's'	
	-Board	To practise using the	-Discovery	attention to the words in bold in the text.	activity	
• To identify key details		past simple	Dala ulastica	3- Write an email about a holiday. Answer the	books	15m
in short, familiar texts.	-Cassette		-Role playing	questions and give some examples.		
To form and use the			-Individual	Read through the questions with the students		
	-Flash cards			and ask them to make notes to answer them.		
simple verb tenses.			-Peer learning	Point out that the holiday can be one they		
• To write short,			-Work groups	have had at any time in their life.		
informative/explanatory				WB		
texts.			-Team teaching	1- Complete the sentences with examples.		
texts.			-Pair work	2- Put the email into the correct order.		
				3- Write an email about a journey.		
I				A		
				Assessment:		
ı				Oral questions		5m
				Written Exercises		DIII

Home Assignment:WB page 107

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (7) SB Page (53) WB page 108</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to: • To review and use	-Internet	No new	-Discussion	Where did you spend your last holiday? Presentation:	Teacher's preparation	
the vocabulary and		vocabulary	-Inductive	1- Describe something in the picture to your	book	15m
structures of the unit.	-Student's book	vocabolary	-Study circles	partner. Do not say its name. What is it?1 Before students open the books, elicit the		
	-Workbook		Problem solving	places they learned in lesson one. Prompt	Students'	
 To pronounce familiar words with 	-Teacher's guide		-Brainstorming	them with one of the words, e.g. cave. 2- Complete the sentences with the past simple	note	
some accuracy.	-Library	Structures:	-Co- operative	form of these verbs. 1 Ask students to look at the verbs and elicit	books	
To write sentences	-Library		-learning	the past simple forms. Ask Which verbs are		
answering personal questions	-Board		-Discovery	regular? (climbed, played, visited). 3- Complete the sentences with the past simple	Student's' activity	
(Workbook).	-Cassette		-Role playing	form of the verbs in brackets.	books	15m
	-Flash cards	No	-Individual	4- Write the questions. Then answer them in your notebook.		
	-i lasii caras	new Structures	-Peer learning	WB 1- Write the words for the pictures.		
			-Work groups	2- Complete the answers, then match the		
			-Team teaching	questions and answers. 3- Answer the questions about you.		
			-Pair work	Assessment:		
				Oral questions Written Exercises		
				William Exciology		F
						5m

Home Assignment: WB Page (108)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (1) SB Pages (54 and 55) WB page 109</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:To read a range of high-	-Internet	biscuits	-Discussion	What's your favourite food? Presentation:	Teacher's preparation	
frequency words and	-Student's book	cheese crisps	-Inductive	1- Look at the photos on page 54 and complete	book	15 m
read short, simple sentences	-Student's book	figs	-Study circles	the table. Ask students to look at the table and the		
• To recall information from experiences or	-Workbook	hummus nuts	Problem solving	examples. Ask them to talk in pairs or small groups about what <i>countable</i> and <i>uncountable</i>	Students'	
gather information from	-Teacher's guide	olives	-Brainstorming	mean. 2- Listen to Nadia and her brother Omar. Which	note books	
provided sources to answer a question.	-Library	peppers raisins	-Co- operative	two things do they not have? Tell students that Nadia and her brother are	DOORS	
• To identify gist and main idea(s) in short		salad salt	-learning	going to make lunch and they are talking about	Student's'	
listening texts (both	-Board	sugar	-Discovery	what they have and do not have. 3- Read and circle the correct words. Listen	activity books	15 m
informative and literary texts).	-Cassette	Structures:	-Role playing	again and check. 4- Play the game with a partner. Ask and answer	DOORS	
• To pronounce familiar words with some	-Flash cards	countable and	-Individual -Peer learning	questions. 5- Write a description of one of the pictures		
accuracy		uncountable nouns;	-Work groups	from Exercise 4. WB		
• Explain orally verbal and non-verbal age-appropriate		some and any	-Team teaching	1- Write the words correctly.		
texts e.g. pictures and photos			-Pair work	2- Which of the food in Exercise 1 do you like? Which don't you like?		
• To write				3- Complete the sentences with is/are, some or		
informative/explanatory texts				Assessment:		5 m
• To write about likes and dislikes in different				Oral questions: Written Exercises:		
topics						

Home Assignment:WB page 109

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



Lesson (2) SB Pages (65 and 57) WB page 110

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:		add	-Discussion	Do you like rice pudding?	Teacher's	5 m
	-Internet	boil	-Discussion	Presentation:	preparation	
 To use context to 		cinnamon	-Inductive	1- Look at the photo and the recipe and answer	book	
confirm or self-	-Student's book	cup	Ctudy siveles	the questions.		15 m
correct word		•	-Study circles	Ask students to look at the photo and ask		
recognition, rereading	-Workbook	fridge	Problem solving	what it is and what it's made from.	0, 1, 1,	
as necessary.		raisins		2- Read the recipe and put these pictures in the	Students'	
	-Teacher's guide	saucepan	-Brainstorming	correct order.	note	
 Skim grade 		stir	-Co- operative	Ask students what they can see in each	books	
appropriate text to get	-Library	teaspoon	•	picture.		
the general idea.		Structures:	-learning	3- Look at the words in bold in Exercise 2.	Chiralanak'al	
	-Board	a lot of,	-Discovery	Which can you see in the pictures? Then	Student's'	
 To identify key 		enough,	Discovery	complete the table.	activity	
details in short,	-Cassette	too much,	-Role playing	4- Read the reviews of the recipe. Who did not	books	15 m
familiar texts.		too many.	-Individual	like it? 5- Read the reviews again. Are these sentences		
	-Flash cards	too many.	-individual	true (T) or false (F)?		
 To interpret non- 			-Peer learning	6- Work in pairs. Look at the photos and use		
verbal reading texts (Manda ana ana	the table to make sentences.		
a recipe).			-Work groups	WB		
			-Team teaching	1- Choose the correct answer from a, b, c or d.		
 Express facts and 				2- Read and correct the sentences.		
points of view.			-Pair work	3- Complete the text with a <i>lot of</i> , <i>enough</i> , <i>too</i>		
				much or too many.		
				Assessment:		
				Oral questions:		5 m
				Written Exercises:		

Home Assignment:WB page 110

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (3) SB Pages (58 and 59) WB page 111

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	l	a piece of	-Discussion	Should we eat a lot of fish?	Teacher's	
• To read a range of	-Internet	cake	-Inductive	Presentation:	preparation book	15m
high-frequency words and CVC words, and	-Student's book	chocolate	-inductive	1- Look at the photos and read the introduction. What does the article give advice on?	DOOK	
read short, simple		fruit	-Study circles	Draw students' attention to the photos and elicit		
sentences.	-Workbook	juice	Problem solving	the vocabulary.	04	
		fat	-Brainstorming	2- Complete the sentences with the words from the article.	Students' note	
• To skim grade-	-Teacher's guide	Structures:		Ask students to read the example and then read	books	
appropriate text to get the general idea.	-Library	should and	-Co- operative	the text again carefully to complete the exercise.		45
the general laca.	Library	shouldn't for	-learning	3- Read the article again and complete the diagram.		15m
 To read and respond 	-Board	advice	-Discovery	4- Think of four more types of food and add	Student's' activity	
to short, explanatory			ĺ	them to the diagram.	books	
texts.	-Cassette	Life skills:	-Role playing	5- Ask and answer the questions in pairs.		
To express facts and	-Flash cards	Problem-solving;	-Individual	6- Complete the sentences with should or should not.		
points of view.	-i iasii carus	identify a problem	-Peer learning	7- Listen to the interview and check your		
		and suggest solutions	-Work groups	answers to Exercise 6.		
 To explain orally verbal and non-verbal 				WB 1- Complete the table. Can you add more words?		
age-appropriate texts			-Team teaching	2- Complete the sentences with the correct words.		
e.g. charts.			-Pair work	3- Choose the correct words.		
				4 -Complete the advice with should or shouldn't.		5m
				Assessment:		
				Oral questions		
				Written Exercises		

Home Assignment:WB page 111

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (4) SB Page (60) WB page 112

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:		amazing	-Discussion	What's your favourite dish?	Teacher's	
To skim grade- appropriate text to get	-Internet	delicious	-Inductive	Presentation: 1- What food can you see? Which countries do	preparation book	15m
the	-Student's book	great		you think they are from? Which would you		13111
general idea.		healthy	-Study circles	like to try?		
To use beginner's	-Workbook	Kenya Morocco	Problem solving	1 Before opening the book, brainstorm the	Students'	
dictionaries to	-Teacher's guide	wonderful	-Brainstorming	food from Lesson 3. 2- Read the descriptions and check your	note	
determine or clarify the meaning of words and	-reacher's guide	Zimbabwe	-Co- operative	answers to Exercise 1.	books	
phrases.	-Library		-	Ask the students to read the text and find the		
To intendify the content in		Structures:	-learning	answers to Exercise 1. 3- Read the text again. Are these sentences	Student's'	
 To identify key details in short, familiar texts. 	-Board	- What food can you see?	-Discovery	true (T) or false (F)?	activity	
To read a range of	-Cassette	- Which countries do	-Role playing	4- Read again and complete the table.	books	45
high-frequency words and CVC words, and		you think they are from?	-Individual	5- Work in pairs. Discuss your favourite food. What is in it? How can you describe it?		15m
read short, simple	-Flash cards	- Which would you		WB		
sentences.		like to try?	-Peer learning	1- Complete the map with these countries.		
To write a short,			-Work groups	2- Listen and tick ($$) the ingredients for shepherd's pie.		
informative text.			-Team teaching	3- Complete the table.		
To write about likes and dislikes on different			-Pair work	4- Write about your favorite food. Use ideas		
topics (Workbook).			T dill tronk	from Student's Book page 60. Assessment:		
• To explain erally verbal				Oral questions		
 To explain orally verbal and non-verbal 				Written Exercises		5m
age-appropriate texts						
e.g. maps (Workbook)						

Home Assignment: WB Page (112

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (5) SB Page (61) WB page 113</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:		chicken	-Discussion	Do you like chicken?	Teacher's	
• To identify gist in short	-Internet	customer		Presentation:	preparation book	
listening texts (both informative and literary texts)	-Student's book	waiter	-Inductive	1- Listen to the people in a café. Tick (\(\)) the	DOOK	15m
• To read a range of high-	-Student S book	Structures:	-Study circles	Flicit the food and drink that the students		
frequency words and	-Workbook	- I'd like	Problem solving	have learned in the unit so far.		
CVC words, and read short,		- Small or large?	•	2- Listen again and put these phrases in the	Students'	
simple sentencesTo interpret non-verbal	-Teacher's guide	•	-Brainstorming	order that you hear them.	note	
reading texts (menus)		- What would you	-Co- operative	Ask students to look at the phrases and	books	
To pronounce familiar	-Library	like?	laawaina	predict the order in which they will hear		
words with some		- Is that everything?	-learning	them. 3- Work in pairs. Take turns to be A and B.	Student's'	
accuracy To ask and answer	-Board	- We've got	-Discovery	1 'raw students' attention to the menu and	activity	
questions in order to seek	-Cassette	- That's pounds.	-Role playing	ask them to read it. Check they know all of	books	
help, get information or	-Cassette	- Have you got any	. ,	the words.		15m
clarify something that is not understood	-Flash cards	?	-Individual	WB		
• To express points of view			-Peer learning	1- Put the dialogue in the correct order.		
and aspirations			-Work groups	2- Now complete your own menu. 3- Choose things from your menu to complete		
To explain orally verbal and non-verbal				the dialogue.		
age-appropriate texts e.g.			-Team teaching	4- Practise reading your dialogue. Find a		
menus			-Pair work	partner to practise with.		
• To identify different stress				Assessment: Oral questions		
positions in words				Written Exercises		
						5m

Home Assignment:. WB Page (113)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (6) SB Page (62) WB page 114

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:To skim grade-	-Internet	No new	-Discussion	Do you like biscuits? Presentation:	Teacher's preparation book	15m
appropriate text to get the general idea. • Read a range of high-	-Student's book	vocabulary	-Study circles	1- Read the review. What did Sara like most about her visit? Ask students to look at the photos and say	BOOK	15m
frequency words and CVC words, and read	-Workbook	Structures:	Problem solving	what they can see (from top: chicken with rice, cakes, fish with olives and salad).	Students'	
short, simple sentences • To identify key details in	-Teacher's guide	• Use a topic	-Brainstorming -Co- operative	2- Read the review again and answer the questions.	note books	
short, familiar texts. • To identify a text type	-Library	sentence, e.g. I want to write about	-learning	Ask students to read the text again. 3- Write a review of a café (it does not have to		
from its format and appearance e.g. Headings	-Board	an amazing meal.Use supporting	-Discovery	be real). 1- Ask students to read the <i>Writing tip</i>	Student's' activity	15m
and sub-headings.To express facts and	-Cassette	sentences, e.g. <i>My</i> cousins took us	-Role playing	2- Ask them to read it silently for a minute and discuss it in small groups.	books	15111
points of view. • To write about likes and	-Flash cards	to a café for lunch. It was near the beach. I	-Individual -Peer learning	WB 1- Put the article in the correct order. 2- Read this review. Circle the topic sentence.		
dislikes on different topics. • To demonstrate		had my favourite meal, koshari. It	-Work groups	Underline the supporting sentences. 3- Write a review of a meal you remember.		
command of using topic		was delicious.	-Team teaching -Pair work	Assessment: Oral questions		
and supporting sentences in writing short review			-rair work	Written Exercises		
						5m

Home Assignment:WB page 114

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (7) SB Page (63) WB page 115</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to: • To review and use	-Internet	No new	-Discussion	What do you remember about healthy food? Presentation:	Teacher's preparation	
the vocabulary and structures of the	-Student's book	vocabulary	-Inductive	1- Match the food with the photos. Ask students to look at the words in the	book	15m
unit.	-Workbook		-Study circles	box. Point to each one in turn and elicit the pronunciation.		
• To pronounce			Problem solving	2- Is the food in Exercise 1 countable (C) or	Students'	
familiar words with some	-Teacher's guide	Structures:	-Brainstorming -Co- operative	uncountable (U)? Ask students to look at the example in	note books	
accuracy.	-Library		-learning	Exercise 1. 3- Read and circle the correct words.		
• To write a recipe (Project).	-Board		-Discovery	Ask students to look at the example and explain why the circled answer is correct (<i>too</i>	Student's' activity	
• To write sentences	-Cassette		-Role playing	<i>Pan</i> \ is negative, and the speaker wouldn't say they liked the biscuits if there was too	books	15m
about how to be	-Flash cards	No new	-Individual	much of something in it) 4- Work in pairs. Give advice using <i>should</i> ,		
healthy (Workbook).		Structures	-Peer learning	shouldn't and these words.		
			-Work groups	WB 1- Complete the diagram with these words.		
			-Team teaching	2- Choose the correct answer.		
			-Pair work	3- Read and correct the mistakes in these sentences.		
				4- Write a paragraph about a healthy meal you had.		
				Assessment:		
				Oral questions Written Exercises		5m

Home Assignment:WB page 115

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Review B

Day	Date	Period	Class

Lesson (1) SB Page (64) WB Page (116)

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:			-Discussion	Where do you go in Sham El-Nassim?	Teacher's	
	-Internet	<u>No</u>	111	Presentation:	preparation book	
• To read a range of	-Student's book	New	-Inductive	1- Match paragraphs 1-4 with the headings a-d. Write Sham El-Nassim on the board and ask	DOOK	
high-frequency words and CVC words, and	Student 3 Book	vocabulary	-Study circles	students to say in English what happens at that		
read short, simple	-Workbook	<u></u>	Problem solving	time.		
sentences.			_	2- Read the text again and choose the correct	Students' note	
. To okim amada	-Teacher's guide		-Brainstorming	words. 1 Ask students to look at the words in the	books	
 To skim grade- appropriate text to get 	-Library	Structures:	-Co- operative	options and check that they understand the		
the general idea.	-Library		-learning	task.		
	-Board	Revision of language from Units 4–6	-Discovery	3- Complete the diagram with words and	Student's' activity	
• To interpret non-		Irom Units 4–6	•	phrases from the text. Ask students to look at the three topics and	books	
verbal reading texts (charts and tables).	-Cassette		-Role playing	examples. Ask a stronger student to explain		
(onarts and tables).	-Flash cards		-Individual	what they have to do.		
 To identify key 	Tiusii curus		-Peer learning	WB		
details in short			-Work groups	1- Listen and match each speaker with what they are doing.		
familiar texts.				2- Listen again and circle the correct answer.		
			-Team teaching	3- Read the email and complete Judy's		
			-Pair work	shopping list. 4- Judy lost Mona's email.		
				Assessment:		
				Oral questions:		
				Written Exercises:		

Home Assignment:wB Page (116

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Review B

Lesson (2) SB Page (65) WB Page (117)

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet		-Discussion	Do you like pancakes? Presentation:	Teacher's preparation	
• To read a range of high- frequency words and	-internet	<u>No</u> New	-Inductive	1- Listen and number the pictures in the correct	book	
CVC words, and read	-Student's book	vocabulary	-Study circles	order. 1 Ask students to look at the pictures and ask		
short, simple sentences.	-Workbook	<u>vocabalar y</u>	Problem solving	them what they think the recipe is for		
• To form and use regular	Tarabada waida		-Brainstorming	(pancakes). 2- Choose the correct words.	Students' note	
and irregular verbs (past tenses)	-Teacher's guide	Structures:	-Co- operative	Ask students to look at the example and	books	
• To use the simple verb	-Library		-learning	explain what they have to do. 3- Say the past tense of these verbs. Are they		
tenses.	-Board	Revision of language from Units 4–6	-Discovery	regular or irregular? 4- Work in pairs. Complete the dialogue. Then	Student's' activity	
• To react to a short	-Cassette		-Role playing	practise reading it. WB	books	
listening text, giving an opinion (Workbook).	-Flash cards		-Individual	5- Complete the sentences with the correct		
	-Flasii Calus		-Peer learning	words in the box. 6- Complete the sentences with the correct		
• To identify different stress positions in words			-Work groups	past simple form of the verbs in the box. 7- What are the people doing?		
(Workbook)To express facts and			-Team teaching	8- Write about healthy and unhealthy food.		
points of view			-Pair work	Assessment:		
• To write short informative/explanatory				Oral questions: Written Exercises:		
texts in which they simply						
introduce the topic (Workbook)						

Home Assignment: WB Page (117)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.